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ABSTRACT

This 6-day workshop on young persons entering the labor market directly after high school was designed to aid counselors in testing their assumptions and knowledge about the entry-level labor market against the experience of recent Kansas high school graduates. The workshop was divided into three stages: model building, data collection, and synthesis. Data were collected in interviews with entry-level workers. The workshop demonstrated that: (1) This type of format could be valuable for inservice training of other groups, (2) The "man on the street" interviews which were conducted were a new and valuable experience for the participants, (3) Counselor role and function overemphasized academic orientation, and (4) Entry-level workers generally had inadequate career information. (BH)

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YOUNG WORKERS:
A Forgotten Group

W.S.U. Occupations Workshop
May 31-June 5,1971

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YOUNG WORKERS: A FORGOTTEN GROUP

An Account of the

WSU Occupations Workshop

May 31 - June 5, 1971

Wichita State University
Wichita, Kansas

Directed by

Brooke B. Collison and Glen R. Dey
Department of Student Personnel and Guidance
Wichita State University

Sponsored by
State Department of Education
Division of Vocational Education
120 East Tenth
Topeka, Kansas 66102

Dr. C. Taylor Whittier
Commissioner of Education

Division of Vocational Education:
Mr. John Snyder, Assistant Commissioner

Guidance and Pupil Personnel Services:
Mr. Willard Foster, Director

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FORWARD

On May 31, 1971, 38 persons assembled at Wichita State University to begin a six-day experience labeled the WSU Occupations Workshop. What follows is an account of the philosophy that suggested the Workshop, the procedures which were followed, and the results and conclusions suggested by the Workshop itself. The focus of the Workshop was the young person who will not enter post-secondary academic work--that often forgotten group not represented by college-oriented testing agencies, college recruiters who visit schools, or even by a segment of our societal value system which would let them enjoy their activities with a sense of recognition from others. This document is a plea for equal time for the young people who will make up the largest segment of tomorrow's labor force. It represents a discussion of the Workshop procedure mixed with facts (both subjective and objective) and hopefully some information which is provided in the belief that school personnel are concerned persons looking for alternatives to meet the needs of all youth.

The WSU Occupations Workshop would not have been possible without the encouragement and financial support of the Division of Vocational Education, State Department of Education, and its director, Mr. John Snyder. The material contained in this report is essentially the work of the 38

participants and their six days of work. Much of the collating and assembling of this information has been done by Jim Bailey, David Barbosa, and Jim Heinrich--graduate students in Student Personnel and Guidance at Wichita State University. The typing (and retyping) has been done by Mrs. Janet Buckley and her assistant, Iva Bohanon. Our thanks.

B.B.C.
G.R.D.

CHAPTER I

Introduction

Muckers

Twenty men stand watching the muckers
Stabbing the sides of the ditch
Where clay gleams yellow,
Driving the blades of their shovels
Deeper and deeper for the new gas mains,
Wiping sweat off their faces
With red bandanas.
The muckers work on . . . pausing . . . to pull
Their boots out of suckholes where they slosh.
Of the twenty looking on
Ten murmur, "O, it's a hell of a job,"
Ten others, "Jesus, I wish I had the job."

Chicago Poems by Carl Sandburg

Occupational information contains objective and subjective elements which provide both the impetus and impediments to understanding many aspects of the human endeavor which we call work. As counselors in a variety of settings, the vicissitudes of these forces affect our experiencing and our usefulness to those who approach us for assistance in finding their way in the world. Counselors can be no more effective in this endeavor than their information is valid.

The necessity of counselors having a clear understanding of information about the world of work has traditionally been agreed upon for many years. Increased awareness of the complexity of the world of work has led to the inclusion of the study of sociological and psychological factors relating

to worker participation in the world of work as a part of counselor preparation programs. Presently counselor certification requirements in Kansas call for at least two hours credit in "occupational, educational, and sociological (environment) information and observation." This requirement is customarily met with a two or three hour course in occupations occuring early in the graduate training program.

At very best a course in Occupations can provide an academic introduction to an essential area of concern for counselors. In addition to the academic study of work, the personal experience which evolves from one's attempts to acquire entry into the labor market has also been acquired vicariously by counselors. Expanding counselor understanding regarding personal confrontation with day-to-day experience involved in the search for identity through work seems essential in the continuing education of the counselor on the job, as well as in counselor training. With regard to that search for identity, various groups within the field of education, as well as the larger community, have called for an increased emphasis on the part of schools in general and counselors in particular to be aware of the needs of youth who leave high schools via graduation or withdrawal and enter the labor market.

The effect of the technological changes of the 60's continues at a rate which increases the challenge for youth as

they enter the labor market. Statistics from the Bureau of Labor Statistics have indicated that unemployment rates for non-school oriented youth during periods of a stable expansion (1968) were above 12% for those without a high school diploma. Even those with a high school diploma who wish to enter the labor market immediately upon graduation face a decade in which the total size of the labor force is expected to rise to over 100 million. This projected increase of approximately 25% will involve a 36% increase in white collar employment, blue collar employment will increase at a rate of 13% and opportunities for semi-skilled jobs will increase at a 10% rate.

During a period in which the dropout rate nationally has been reduced from 42% in 1958 to 28% in 1967, the imbalance between potential job seekers and available jobs for entry-level occupations will continue to increase at a discouraging rate for this group. Statewide, approximately 30% of the high school graduates in 1968 did not seek post high school training immediately following matriculation. In a metropolitan labor market such as Wichita, 3,665 graduates plus 1,500 high school dropouts yearly are potential candidates for employment immediately or subsequent to additional training. In theory the counselor should be prepared to meet the needs of potential entry-level workers either through individual and group counseling or through his role as consultant-participant to the larger school faculty. In practice the

press and prestige of working with college bound students, as well as the lack of good information about processes through which students may be assisted in acquiring entry-level employment, frequently diverts the counselor's attention to that group of students who indicate they will pursue post-high school training. Thus, the majority of counselor time is spent assisting a well defined group which comprises a minority position when compared to the larger group who, for a variety of reasons, will be thrust into the world of work. The approach utilized by the WSU Occupations Workshop provided a rationale and procedure for acquainting counselors with the needs of this sizable portion of the Kansas student population who are potentially productive members of society.

The Occupations Workshop was developed around the primary need of counselors-in-the-field--to test their assumptions and knowledge about the entry-level labor market against the experience of recent Kansas High School students who are presently members of that labor segment. Most counselors have not had sufficient opportunity in either their training programs or in the press of day-to-day activities to test their assumptions or to form an information base about entry-level occupations. Whether that set of assumptions stems from knowledge derived from the counselor's personal experience (an inadequate base for professional practicing) or from printed information, these assumptions are best tested

through personal involvement if alternative counselor practices are to evolve in the counselor's on-the-job setting.

The WSU Occupations Workshop was designed in a manner which provided counselors an opportunity to discuss their own level of knowledge and assumptions about persons in the entry-level labor market. Second, it provided counselor participants with an opportunity to interview persons in the entry-level labor market. Third, it provided a means of assembling the impressions recorded by Workshop participants for the benefit of all other participants as well as other counselors presently functioning within the school setting. Fourth, the knowledge and experience gained by workshop participants provided a basis for initiating a series of activities whereby the information gained from discussion and interviews could be disseminated to schools, colleges, employer groups, or communities in a manner as to permit interested groups to become aware of the difficulties experienced by a sizable number of individuals who are presently or will soon be in the entry-level labor market. In this manner these groups may be able to adjust their perspectives and their programs to meet the particular needs of this significant group in our society.

The importance of that group, as described in both its historical significance for the guidance movement and in terms of the current thrust of legislative and professional

movements, was carefully spelled out by Dr. Norman Gysbers on the opening day of the Workshop in a presentation entitled, "Career Guidance: A New Focus." The needs of the group called ELWs and the needs of counselors who would work with ELWs are clearly explained. Dr. Gysbers brought his several years experience as editor of The Vocational Guidance Quarterly to the Workshop participants through his remarks which follow as the next section of this report.

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CHAPTER II

Career Guidance: A New Focus[1]

My text for today comes from Time magazine, May 24, 1971, pages 58 and 59. "Guidance counselors in schools and colleges, who have wandered far afield (some even giving students therapy) should also quite literally get back to work. 'The decline in demand for teachers started five years ago,' complains a senior at Northeastern. 'Someone should have warned us.' There are already new efforts along this line, and some school systems, trying to do their utmost, are proudly announcing vocational guidance even in their kindergartens. 'Kids don't know what they want to do,' said one father, 'because they have never done anything.'"

Beginning in the Fifties but particularly during the Sixties there has been increasing interest focused on the phenomenon of career development as a part of total human development. Recent text books, numerous journal articles, and at least eight national conferences on the topic of career development attest to this fact. Most pieces of recent Federal legislation dealing with manpower also express concern about career development and guidance.

In turn, the interest in career development has reawakened the interest of educators in vocational career guidance. This

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[1]Paper presented by Norman Gysbers, University of Missouri-Columbia, at the opening session of the WSU Occupations Workshop, Wichita, Kansas, May 31, 1971.

is not the first time that such an interest existed, however. Around the turn of the century, persons in business and industry (they founded the National Society for the Promotion of Industrial Education) together with other reform-minded individuals--people like Frank Parsons and Jane Addams--were concerned about providing adequate guidance to youth.

The concept of guidance at that time is best summarized by Frank Parsons in his book, Choosing a Vocation, published in 1909. "In the wise choice of a vocation there are three broad factors: (1) a clear understanding of yourself, your aptitudes, your attitudes, abilities, interests, ambitions, resources, limitations and their causes; (2) a knowledge of requirements and conditions of success, the advantages and disadvantages, compensations, opportunities, and prospects in different lines of work; and (3) true reasoning on the relation of these two groups of facts."

Parson's formulation of guidance was strengthened in a number of ways during the Teens, Twenties, and Thirties. During the Teens the testing movement developed and grew, adding sophistication to the first step of the Parsonian three-step approach, the analysis of the individual. A bit later, the second step, the analysis of the work world, was strengthened. In the Twenties, but particularly during the Thirties, interest and sophistication in analyzing the work world increased. For example, during the Thirties the foundations were established for the Dictionary of Occupational

Titles and the Occupational Outlook Handbook.

Counseling, with a stress on the emotions as a part of vocational guidance, entered the picture about that same time, but it didn't gain adherents until a bit later. Although the mental health movement began in the early 1900's, its impact was not felt until the Thirties, Forties, and Fifties. Because of this emphasis on the emotions, the emphasis on the vocational aspects of guidance diminished somewhat.

Now, however, I think the stage has been set for a re-emphasis of vocational/career guidance. There are a number of reasons for this. First, we are experiencing an interest in a relatively new aspect of psychology called career development, which is now part of our dialogue. Federal legislation (Vocational Education Act of 1968) has done much to spur the interest of many in career development. A new bill now before Congress, entitled, "The Occupational Educational Act of 1971" will continue this emphasis. We anticipate its enactment in a possible modified form. To illustrate the nature of the content, let me read a portion of one sentence from this bill. ". . . promote and encourage the infusion into our system of elementary and secondary education of occupational preparation, counseling and guidance, and job placements or placement in post-secondary occupational education programs as a responsibility of the schools." Notice

the stress on counseling, guidance, and job placement. As you page through this proposed bill, such references appear again and again.

The traditional approach to guidance as formulated by Parsons is no longer adequate. At this point, you may be saying to yourself, "Yes, we understand that. Why are you concerned?" The reason I am concerned is that many people don't know it. Many people still perceive of guidance as an event which occurs on Wednesday afternoon at two o'clock. They still think of guidance as fitting square pegs into square holes. I'm sure you've had the experience of somebody asking to take "a test" that will tell him what he should do. When people request such assistance they have in mind the traditional view of guidance. Unfortunately, too many people still perceive of guidance in the original one-two-three step way.

Another factor which concerns me today is the misuse of words. For example, the word career is popular now. Some people are using the term career education, for example, instead of vocational education. Other people are now talking about career guidance instead of vocational guidance. Still others use the term occupational guidance. To help you understand my biases, I'd like to define the terminology I'm using. When I talk about career, I'm talking about something that is person-oriented. People have careers, the work world has occupations. Reserve the term career for the person.

The term occupation describes the tasks that people do at work. When you think of occupations, you should think of the work world and how it's organized. Vocational guidance or career guidance describes the techniques and activities used to help a person develop his career identity. Thus the terms career guidance/vocational guidance describe methodology and technique. In my opinion, one of our major professional tasks is to obtain consensus on our terminology. There are too many people using these terms in a variety of ways, and once you start using a term, people will respond according to the set they have.

Based on my quick historical review, what do I perceive now to be the current status of vocational guidance/career guidance? Let me sum up the status as follows: New life has been breathed into vocational or career guidance as a result of career development activities and federal legislation. As I said before, we have come full circle back to the original emphasis of guidance. There is a difference, however: we now know much more about human behavior and about the tools and techniques of individual analysis than we did previously. Previously, vocational psychology was the psychology of occupations. Occupation was the subject, and the person was the source of data on the occupation. Now, however, with the emphasis on careers and career development, the person is in the spotlight and we're beginning to focus on the person at work. We are learning about occupations through the eyes of

the person as well as through the tasks of the job. I think this perspective will be an important one for you to keep in mind as you work this week, particularly when you are interviewing young workers. The emphasis should be on the person and how he views his job and what it means to him as well as on the job itself.

Even though there is renewed interest in guidance today, there are still many people who are willing to criticize guidance strategies. Recently, I reviewed, along with several other people, national sources for comments about guidance, including reports from governmental agencies, advisory committees, legislative groups, congressional committees, and the like. One major area of concern frequently expressed in these documents is that of facilitating choices. Our critics are saying that they do not see counselors working with individuals to facilitate occupational choice. Now you might be saying to yourself that this is not true. You know from your own experience that you do help individuals facilitate choice. While this may be true, the work you are doing is not being seen or appreciated by people in positions of authority and responsibility. Somehow we are not communicating very well, and so we find such statements in the literature. Facilitating choices then, is one area of concern. It's hard to know, by the way, what people mean by "facilitating choices." I think some people mean student recruitment into certain kinds

of programs. Other people have a more developmental view: it means helping students look at all of their options, not to make them decide, but to enlarge their capacity to decide.

Another area of concern is orientation. Our critics are saying that we are not providing orientation activities for youth: orientation about educational opportunities as well as orientation to the work world.

Still another area of concern that you hear expressed time and time again is job placement. Our critics are saying that we ought to spend at least as much time with personnel managers as we do with college admissions people. They are saying we have done a good job with college placement, but that we haven't really done much for students who enter the world of work. Even the terminology we use betrays us: we talk about the "college bound" and the "non-college bound." (Maybe we ought to call a moratorium on that phrase and start talking about the "work-bound" and the "non-work-bound" for the next year so that we can apply a corrective balance.) Also, our critics are saying to us that job placement is an important responsibility of the schools.

Outreach is another area of concern. We need to get out of the schools and function in the community a bit more than we have. You might say at this point, "I can't because when any administrator sees me out of school he feels I'm not working." Somehow, we've got to get across to him that being out

of school, working in the community, with personnel people and others is a part of our job.

Another critical area to our critics is that of follow through and linkage activity. It isn't enough to place a person on a job. We need to provide (particularly for some people) follow through support. When the going gets rough on the job, he knows there is somebody there to help him. All people will not need this kind of support, but I think some people do. Linkage, the other part of this concern, suggests the need for better communication among community agencies, such as the employment service, social welfare organizations, and various governmental (both state and federal) organizations that operate to serve the various needs of people.

Our critics have labeled one final area of concern: use of information. Unfortunately, in many people's minds, occupational information is a file in a corner with some dust on it. Counselors need to broaden their vision when they talk about occupational information, because what we really should be talking about are occupational experiences--we should be talking about curriculum activities.

At this point in time, I feel counselors and other educators have turned the corner and now are beginning to appreciate the need for developmental programs of career-exploration activities for all students at all levels. In the past, many schools have approached vocational career guidance on an ad hoc basis. "We've had our career day, what else do you

want us to do?" Now I don't mean to downgrade career days, because it is a valuable activity; but the point is that it is only one event in a sequence of activities which should be going on. You might ask, "Why is guidance viewed in this ad hoc way?" One of the reasons, I think, is because too many people still operate from the traditional perspective of guidance which originated with Frank Parsons. To them, it's an event, not a process. It occurs on Wednesday afternoon at two o'clock. If you look at it from this perspective, then not many resources are required. To them, guidance is an ancillary, ad hoc activity. To remedy this situation, we need to convey the perspective that guidance, when viewed particularly from a career development perspective, is developmental, and that it can't be treated as an ad hoc, adjunct service. It's integral to the on-going school program. Resources (personnel and non-personnel) have to be made available just as they have to be made available for any other major area in the school. It has to be considered as a major educational objective.

Although I have talked about areas of concern, at the same time these concerns can be considered as areas of opportunity, because Congress and others are saying to us, "We want these kinds of activities!" And what's more, they are saying, "We want you to do it." So let's not look at them as criticisms, but as areas of opportunity. Sufficient resources now are

being made available for us to really have an impact. Also, while we have many unmet needs to attend to, we have some assets on which to build to meet these areas of opportunity. We have ways and means of knowing about the work world that we didn't have before. This workshop, for example, provides an excellent opportunity to find out about a particular group of individuals whose needs and concerns are not well known by many people. We have more insight into human behavior, too, than we did at the turn of the century. We have better tools of individual analysis and finally, we have a receptivity to our message. Witness the areas of concern--opportunity which Congress and others are emphasizing.

Where does this all fit into what you are going to be doing this week? Well, it's an obvious beginning point--because you will be focusing on one of the groups whose needs Congress and others have been saying we have not met, viz., students who enter the work world via entry level jobs. We need more information about these individuals. We need to know something about how they look at the world, what it means to them. I would hope that when you go back to your job, you will take with you some of these new knowledges and translate them into programs of action. And what's more, that you communicate with your publics--both in and out of school--so that we get the message across that guidance doesn't

just occur on Wednesday afternoon at two o'clock, but it occurs over the life span of a student in school. Also, we need to enter the local, state, and federal dialogue with the idea that we are concerned and want to do the job.

At this point you might ask, "Well, what would happen if we didn't do anything?" What would happen is this--Congress will say, "We want the job done, and we'll get it done." They will establish separate systems of guidance. We don't have to go too far from this state to locate places where this has been done. In fact, there are two states in this country right now where parallel systems of guidance are being established, because the people in that particular state somehow thought the "regular" counselors were not doing an adequate job.

We now have the opportunity and the resources to do the job. What's more, I feel it is a very natural one for school counselors to do. Not that the school counselor does the whole job, of course, but certainly the school counselor should be in a key position to provide leadership.

At this point some of you may be saying, "Well, yes, that's nice, but . . ." and then you may start thinking about all of the other duties you have ("I can't really do those things because I have other things to do" or "My administrator won't let me . . ."). I'm convinced that if you want to do something, you will arrange your time to get it done. If you

really want to do something--you'll do it. You may have to work within certain constraints but then all of us have constraints.

Let me leave you with those immortal words of that great philosopher, Pogo, when he said, "We have met the enemy and he is us."

CHAPTER III

Workshop Procedure

To maximize participant involvement in the Workshop and to avoid the typical one-way learning approach of the standard didactic classroom, a procedure was followed which placed an emphasis on small-group interaction on the part of Workshop participants. Workshop procedures were based on the belief that (a) individual participants each have some unique knowledge or contribution to make; (b) that more information and more ideas are exchanged when several persons have an opportunity to interact verbally than if one person makes a speech or lectures to many; and (c) that the product of an unstructured group effort, created by virtue of the group's own activities, is a more meaningful product for group members than a product from an outside source.

Workshop participants were given tasks, or charges, through each phase of the Workshop activities. The overall plan can be described in three stages--stage one was model building, stage two was data collection, and stage three was synthesis.

Model building. The focus of the Workshop was on youth who had recently been in high school and who were in the labor market--entry-level workers (ELWs). In addition, these youth were described as having no particular skill acquired as a result of post-high school training. This definition of the

target group was made somewhat arbitrarily and was given to Workshop participants in the opening session. The ELW became the center of all discussion and work for the next six days. Workshop participants were then asked to construct a model of ELWs which would be both descriptive and explanatory in terms of their present life situation and of the events which apparently led to their present situation. In short, the participants were asked, "What do you know about ELWs and what don't you know about them that would be important to know?"

Following the presentation by Dr. Norman Gysbers (Chapter II), participants were divided into four groups of approximately ten members each. Participants from elementary schools and from Area Vocational Technical Schools were assigned to groups in such a way as to insure representation in each of the four groups; other participants were assigned at random.

Each group was charged with the same task: Develop a model which describes the ELW. In order to facilitate inter-group communication, the ideas of each group were recorded on large sheets of newsprint which served as a visible reminder of progress to the members of each group and as a visible summary form to the other groups whenever the four groups reassembled. Newsprint sheets were torn from a pad and taped to the walls of the common meeting room to be read by all Workshop participants.

Data collection. The third and fourth days of the Workshop were devoted to the process of gathering information via the semi-structured interview from subjects classified as ELWs. Participants were equipped with tape recorders, maps of the city of Wichita, and very little else except courage. A few interviews had been scheduled in advance by the Workshop directors with very large firms (hospitals, the City of Wichita, Neighborhood Youth Corps, and the like), but most of the Workshop participants were merely directed to suggested areas of the city and told to "find someone and interview him." Although no specific number of interviews was demanded of any individual, it was suggested that a total of six (three per day) would be a number which would provide variety for each Workshop participant and collectively would yield a significant number of total interviews.

In addition to recording the interviews, participants were asked to listen to their own tapes and to complete a tape summary form (see Appendix A) for each interview. No formal meetings were held for participants during the two interview days except for informal discussions at meal times and after the evening meal with those persons who returned to the dormitory. Experiences were shared concerning difficulties encountered or successes met in locating subjects for interviewing. It was common for participants to play interviews for each other during evening hours and to continue their discussions concerning experiences encountered during the two interview days.

In addition, four consultants roamed from group to group. The consultants were available for questions, discussion, interaction, and reaction of group members, but did not direct or suggest. Each consultant devoted some time to each group. Periodically, the four consultants would meet apart from the groups in order to assess progress toward completion of a model for ELWs, and of the need for specific work or changes within a particular group or among the four groups. Similarly, decisions about the appropriate time for reconvening the four groups were made by the four consultants apart from the groups. In this way, changes in the total group's operation were timed as nearly as possible to the needs of the moment and no prescribed schedule was made. The removal of time constraints was deemed to be facilitative of group functioning.

Throughout the first day of the Workshop, participants developed ideas within their groups and at the conclusion of the first day's activity the contributions of each group were examined by all other participants and consensus was reached concerning a model which would be significant in describing ELWs. The second day of the Workshop was devoted to additional group activity in an effort to construct a semi-structured interview schedule which could be used to collect information from ELWs which would either verify ideas within the model which had been constructed or which would fill information gaps.

Synthesis. The last two days of the Workshop were devoted to a synthesis, evaluation, and discussion of the implications of the data collected via the interviews. Working in small groups, participants reviewed the information obtained through individual interviews and began to collate or synthesize that data for each part of the ELW model. Group information was then compiled in a meeting of all participants and an effort was made to reach generalizations about the target group--ELWs. Generalizations led to the Implications and Plans segment of the last day of the Workshop when participants were to discuss what kinds of activities they might initiate in their own schools as a result of the Workshop. Participants then developed individual Plans to be carried on in their own schools or institutions after the close of the Workshop.

Following the close of the Workshop, interview tapes and the accompanying summary sheets were verified by a graduate student who listened to all interviews and then made additional comments concerning interview information. This "listener" added a degree of consistency to the tape summaries during the Workshop itself. While listening to tapes, additional summaries, descriptions, and categorizations were made.

The subjective impressions of the Workshop participants with regard to knowledge gained and plans to be made have been assembled and are presented, along with generalizations drawn from those comments, as Chapter VI of this report.

The ELW model, as developed in stage one, is explained in the chapter to follow.

CHAPTER IV

The ELW Model

The model of Entry Level Workers which was constructed by the Workshop participants was divided into five major sections:

1. Work history
2. Present situation
3. Major life influences
4. Specific work preparation
5. Self concept.

Work history. Work history was considered initially by the Workshop participants as essential both in description of the ELW and as explanation for another major segment of the model--present situation. The interview schedule which was developed included inquiry about education and work in terms of length and nature of employment, reasons for change in employment, whether change was a matter of chance or of choice, and whether there were specific likes and dislikes about previous employment. The employment "path" which members of the ELW group might be following was deemed critical.

Present situation. The interview schedule suggested that persons be asked, "What are you doing now?" More specifically, interviewers looked for the following information: employed or

not, job likes and dislikes, plans concerning the present job, feeling about job supervision, what training was required for the present job, was the job secured by personal choice or by chance, how did the ELW find out about the job, how did the job compare with other jobs, what did the ELW do with his leisure time, and how did he relate to others on the job. If the ELW was not employed at the time of the interview, questions followed the line of the type of work sought, how one was spending time, and if help in finding a job had been sought or was available.

Influences. Influences were assessed through the interview with the general question, "As you look back, what are some of the influences in your life?" Specifically, the interviewers looked for the influence of family, community, school, peers, the media, and organizations. Often the initial question was followed with a second question, "Who are some of the people who helped or influenced you and how?" Within this segment of the model, most interviewers asked specific questions addressed to the ELW about school in general, teachers in general, counselors, and specific courses.

Specific preparation. The question, "What kind of training have you had," was generally enough to elicit a specific response to this segment of the model. If not, interviewers asked additional questions concerning school-based training,

on-the-job training, armed-forces training, part-time work as training, hobbies, skills the interviewee felt that he was not using in his current job, and the opportunities to utilize training and/or skills.

Self. Perhaps the most intangible portion of the model was that which dealt with self. Workshop participants felt that a most important portion of the model was that part which defined self concept and attempted to assess it indirectly and inferentially with questions such as, "Are you doing what you want to do?" Additional questions were related to what the ELW wanted to do in the future and with his preference for working with "people," "data," or "things." Two speculative questions were asked interviewees: "If you could do or if I had the power to get you any job you wanted, what would it be?" and "If you could do anything you would want, what would it be?" Several assumptions were made about the responses to the final two questions: a person who described what he was presently doing as the thing that he would like to do, given unlimited powers, was assumed to be more satisfied and fulfilled in that role than if he described something quite divergent from the thing that he was doing. Similarly, if a person described something to "do" which was similar to things that he was doing at the time he was asked, he was also assumed to have a degree of satisfaction with self and with his situation as it existed.

Consent form. Following the conclusion of each interview, the interviewees were presented a "Consent Form" (Appendix B) for signature. Those interviewees who refused to sign were not pressured to do so (the number refusing is very small). Persons not giving consent, but who were interviewed, have been included in the tabulation of the 245 interviews, but their tapes will not be released in any form.

CHAPTER V

ELW Data

The distribution of all interviews is presented in Table 1. Interviewees were classified by employment status (employed or unemployed), educational status (graduated or did not graduate), sex, and race. A total of 245 persons was interviewed, most of whom could be classified as ELWs. Of this number, 165 were employed and 80 were unemployed; 150 were graduates and 95 were classified as nongraduates; 128 were males and 117 were females; 167 were classified as white and 78 as other. Based on the four-way classification, the largest group of interviewees were employed, white, female graduates (n=63), and the smallest group was made up of unemployed, non white, female, non graduates (n=3); otherwise, a reasonably good distribution of interviews was obtained across each of the classification probabilities. To have been obtained as randomly as they were, with Workshop participants merely seeking out whomever they could find, the indications of randomness seem acceptable (relatively even male-female split, the number of employed and unemployed, as well as graduates and non graduates).

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Insert Table 1 about here.

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The list of ELW interviews by tape number is contained in Table 2. Interviews have been listed by number (numbers indicate tape cassettes unless prefixed R which indicates reel tape). The occupation listed is the occupational title indicated by the interviewee or assigned by the interviewer based on information within the interview. Additional information in Table 2 indicates the initials of the interviewer, the sex of the interviewee, the educational status of the interviewee (G=graduate; NG= nongraduate), and the race of the interviewee (W=white; O=other).

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Insert Table 2 about here.

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Additional inspection of Tables 1 and 2 indicates some broad descriptive kinds of generalizations which should be both informative to counselors who work with ELWs and speculative with regard to kinds of factors related to employment of ELWs:

Racial classification. Non-white subjects made up 32 percent of the ELW group but constitute only approximately 12 percent of the Wichita population.

Employment rates. Employment among white interviewees was 75 percent, but was only 50 percent among non-white interviewees. Employment rates differ as subjects are classified by education and race:

83 percent of white graduates are employed.

63 percent of non-white graduates are employed

55 percent of white non-graduates are employed.

42 percent of non-white non-graduates are employed.

No suggestion is made that the employment rates as shown among the interviewees is representative of the Wichita job market as a whole. The manner in which some participants sought out interviews (finding interview subjects on job locations) would tend to inflate employment rates while other participants who contacted interviewees as they were waiting in line at employment agencies would have an opposite effect on overall employment rates. The factor which is probably significant for counselors is that employment rates do differ. When added to the knowledge gained from interviews that employment is most frequently found by ELWs through friends, relatives, or personal contacts who are employed, the consequence is suggested that the non-white non-graduate has fewer job channels open to him, perhaps, because he has fewer contacts than the white graduate. Employment cycles may become more difficult to break because they are self perpetuating.

CHAPTER VI

Participant Reactions

Through the experience of conducting six interviews and then of sharing those interviews with other participants, the collective impact of what ELWs had to say emerged in the final two days of the Workshop. Attempts were made in the final two days to synthesize the information obtained via interviews. Participants tabulated and cross-tabulated responses to interview questions and subsequently returned to the ELW model to examine assumptions and beliefs which had existed prior to the interviews. As interview data emerged, discussions frequently centered on what counselors or schools could do to respond to the specific needs suggested by the ELWs. This activity was intensified on the last day of the Workshop when participants were asked to respond, in writing, to an individual "Plans" sheet. Two questions were asked: "What have you learned," and "What would you like to do as a result of your Workshop experience." The responses to those two questions have been collected and grouped in this chapter as twelve major areas and a number of sub areas which stem from the knowledge and experience of the Workshop. It should be emphasized that the comments in quotation marks are participant comments. Though they often appear to be statements of fact, they actually are impressions gained from the interview

experience. This should not make them any less valid, for the interviews themselves were a fact--often an uncomfortable fact.

1. *Participants made a number of statements about school in general and about aspects of school which ELWs had discussed.*

1.1 SCHOOL EXPERIENCES ARE SEPARATED FROM THE REAL WORLD. THE CURRICULUM IS NOT RELATED TO AFTER-SCHOOL PLANS.

"Schools are still separated from the real world."

"School experiences have not been important positively."

"The schools do not relate curriculum to after-school plans."

"We should get administrators, teachers, family, and community involved in this process."

"Schools are an effective influence, but also fail."

1.2 WE NEED TO PROVIDE AN ALTERNATIVE TO COLLEGE-ORIENTED SCHOOL. THE SCHOOL STAFF ATTITUDE MUST BE INFLUENCED TO CONSIDER ALL STUDENTS.

"Schools are college oriented."

"Give as much time and planning to activities for occupations-bound as we do college-bound."

"Vocational information should be readily accessible for all types of students to use."

"Teachers tend to steer all bright students toward college--even insist."

"It is my responsibility to help teachers become aware of their responsibility to help young children become aware of the opportunities the world of work offers."

1.3 ADMINISTRATORS ARE RECOGNIZED AS KEY PEOPLE IN INFLUENCING THE SCHOOLS ORIENTATION TOWARD STUDENTS WHO ARE NOT COLLEGE BOUND.

"Convince administration of the need for more attention being given the 'non-college bound' students in terms of the entire school program."

"Create a 'need to know' in teachers and administrators concerning their influences on their students in areas other than academic."

"I plan to visit at length with my principal about making the schools more relevant to our students and their parents and the employers of our community."

1.4 AN AWARENESS WAS DEVELOPED OF THE NEED TO EFFECT CHANGE IN SCHOOL PERSONNEL. THERE ARE INADEQUACIES IN THE PRESENT APPROACH.

"Need to make administrators aware of need for 'equal time' for vocations activities: Vocational days, Vocational courses, Bulletin to administrators about our workshop and occupations, Opportunity for students to work part-time during school."

"The counselor role in the school varied greatly."

"This Target Group (ELWs) has been very effective in focusing attention on the shortcoming of our present educational complex."

1.5 SCHOOL WAS AN INSIGNIFICANT EXPERIENCE FOR MANY. SCHOOL WASN'T RELATED TO WORK; VOCATIONAL COUNSELING WAS INADEQUATE; DROPOUTS WERE NOT SORRY.

"Most dropouts were not sorry that they had left school."

"The target group had shown me, surprisingly, that school as a whole was an insignificant experience for them and wholly inadequate, seemingly, as far as vocational counseling."

"Most of the entry-level workers cannot see how school is related to work."

"Family and school are important influences."

1.6 SCHOOLS TEND TO FORCE STUDENTS OUT. SOME FACTORS IDENTIFIED WERE THE NONMEANINGFUL CURRICULUM, ASSIGNMENTS NOT RELATED TO DISCOVERY OF POSSIBILITIES, A NEED FOR VOCATIONAL UNITS IN ELEMENTARY SCHOOL, AND A NEED FOR OCCUPATIONAL INFORMATION AMONG TEACHERS.

"Schools tended to force NYC students out of school."

"Curriculum is not meaningful to most students (particularly the Academic)."

"Get the English teachers to have students write at least one theme on an occupation."

"Start planting ideas for curriculum improvement toward vocational planning."

"Might be able to work up a vocations unit for lower grades."

"Create a need for occupational information among teachers."

1.7 WIDESPREAD FEELING EXISTED THAT PERSONS DID NOT COMMUNICATE THAT THEY CARED ABOUT ELWs.

"Schools did not care about them (counselors included)."

"Most dropouts expressed that no one made them feel worthwhile during their school experience."

"Subject generally regarded school as helpful in a general way--occasionally mentioned a specific helpful way."

"Counselors don't matter much to ELWs career plans."

"Employment services and employers could use a little more personalization."

2. *A new awareness of the community emerged.*

2.1 PARTICIPANTS RECOGNIZED THE DESIRABILITY OF GETTING STUDENTS OUT INTO THE COMMUNITY; THIS REPRESENTS AN OPPORTUNITY TO GIVE STUDENTS FREEDOM TO GET DATA RELATED TO TEACHABLE MOMENT. COUNSELORS CAN PROVIDE THIS IF THEY HAVE PERSON TO PERSON CONTACT.

"We must let the students get out of the classroom and into the community."

"When potential drop-out is identified and when appropriate, arrange to release him from school (one day or more) to find out something about the outside world, work opportunity, goof off opportunities, etc."

"Establish a relationship with employers in which individuals or groups could go and visit at any time."

"Continue and broaden work with students in classroom guidance situation concerning realistic self-concept and feelings of worth to carry to work world."

2.2 COMMUNITY-BASED LEARNING IS USEFUL IN PROVIDING MEANINGFUL EXPERIENCES FOR STUDENTS.

"Arrange more trips yet, to Vocational-Technical Schools--especially more trips from high schools."

"Take students to the places where they will be able to learn more of industry."

"Promote 'Career Days' in both Junior and Senior high schools, involving local business merchants, educators, students, parents."

"Take individual students on field trips to expose them to specific job areas in world of work."

"Explore the possibility of a program with business and occupations whereby students interested in a particular field may visit and get an intimate knowledge of particular fields (2 hrs. a day each day for a period of a few weeks--one hour from school and one hour from their free time invested) e.g. hospital: LPN, medical technician, to let them find out if they really want to do that kind of work."

3. *A realistic topic in interviews was counselor role and function.*

3.1 INDIVIDUAL COUNSELORS RECOGNIZE THAT THEY HAVE BEEN PART OF THE PROBLEM. THERE IS A NEED TO INVESTIGATE; A NEED TO ACTIVELY PURSUE THE NEEDS OF THIS GROUP; AND A NEED TO PROVIDE GROUP GUIDANCE FOR (POSSIBLE ELW) STUDENTS.

"I need to investigate more."

"I haven't actively pursued helping work-oriented students as much as possible."

"I think I will try to form some groups (group guidance work) with work-bound students just as I have in the past with college-bound students."

"This workshop has given me some ammunition and ideas for a thing I have been thinking about for some time.

(From an agency person)
"Need to gather more data, get more involved, personally visit the school counselors or school rather than just call them on the phone."

3.2 THERE WAS AN AWARENESS THAT THIS TARGET GROUP SAW THE COUNSELORS IN THEIR PRESENT ROLE AS BEING INEFFECTUAL. SCHOOL EXPERIENCE WAS ALSO DIFFICULT TO RELATE TO JOB EXPERIENCE.

"The school counselor has no meaning for most of this group."

"Counselors did not play a significant role in aiding entry-level workers to find jobs."

"I found that there were many implications concerning the attitudes of this target group towards school."

"Counselors were as ineffective as stated."

"Get out of the school into the work community."

"Generally the high school experience was not related to success on the job."

"Uniqueness of each community's needs will determine guidelines and direction of vocational emphasis."

"We hope to turn out students from our schools who are or will be better equipped to enter the world of work."

3.3 PARTICIPANTS DEVELOPED AN AWARENESS THAT THE COUNSELOR'S IMAGE IS POOR. HE IS NOT SEEN AS A HELPING PERSON; HE HAS INFREQUENT CONTACT WITH ELWs; HE DID NOT ASSIST DROPOUTS; AND ELWs DO NOT SEE COUNSELORS AS HELPING TO PROVIDE OCCUPATIONAL INFORMATION ON FINDING JOBS."

"Work to improve the image which school counselors have conveyed to the students."

"The school counselor does not convey an image of being a helping person."

"Bring into students an awareness of which occupations are available in our area."

"Drop-outs say they receive no help from the counselor."

"Students generally do not see the counselor as a person to help them find a job."

"Most were aware of the counselor, but did not regard him as a significant factor--they did not get to talk with the counselor often (once or twice a year).

"Counselors are often not seen as helping persons by the target group. Show the need for counselors to get out into the community."

4. *ELWs identified crucial relationships.*

4.1 PEOPLE "WHO CARED" WERE THE MOST IMPORTANT THING IN SCHOOL. MOST COUNSELORS WERE NOT INCLUDED IN THIS BAG; MOST SCHOOL EXPERIENCE WAS NOT INCLUDED IN THIS BAG. ELWs CAN ONLY RELATE TO PERSONS, NOT AN INSTITUTION.

> "One thing that impressed me, in a negative way, was the lack of positive influence that the school in general and the counselor in particular had had on the lives of these young people. Also of great significance was the fact that those positive influences that did exist were of a personal, 'I-care-about-you' attitude on the part of teachers and counselors toward these individuals."

"Need to reach the students on all grade levels, on a more personal level, to project the 'I care' image whether counselor or teacher--need to reach parents."

"As far as school is concerned, most of them remember not a subject or 'school' but some person or persons who really cared about them as a person."

"It was shocking to hear the interviewees state they felt the school had had little or no influence on them. Counselors have not been projecting an 'I care' attitude about students' vocational guidance."

"Schools influence ELWs in a person-to-person way."

"Display of a genuine concern for kids by all people in education is needed. The attitude of teachers and counselors is of utmost importance."

4.2 THE SCHOOL STAFF, AS INDIVIDUAL PERSONS, HAVE MADE A DIFFERENCE TO SOME ELWs.

> "ELW: 'I had this small engine repair teacher who was really great. He was quiet and spent a lot of time just helping me out.'"
>
> "In general, schools per se do not have the influence I had anticipated, but individual faculty members did exert tremendous influence."
>
> "In the case of individual faculty members exerting strong influence, I found that math and science teachers were outstanding in their influence."

4.3 PARTICIPANTS PLAN ACTIVE INVOLVEMENT IN CHANGING THE COUNSELORS' ROLE: THEY SHOULD DEVELOP RELATIONSHIPS BEYOND THE COUNSELING OFFICE; TRY TO RELATE THE "I CARE" FEELING; USE GROUP PROCEDURES; AND ESTABLISH BETTER COMMUNICATIONS AMONG COUNSELORS IN THE SYSTEM.

> "Make myself available in places other than the counseling office."
>
> "Seek to establish a relationship with circulation throughout the school and not be frozen in the office."
>
> "Counselors can influence curriculum in order to make it relevant for students."
>
> "Try to relate to students the 'I care' feeling."
>
> "Use more group procedures."
>
> "Try to establish better communications with high school and junior high counselors concerning the need to reach students with occupational information during early school years, on the elementary level."

4.4 PARTICIPANTS PLAN TO DEVELOP THEIR OWN AWARENESS OF WHAT IS GOING ON WITH ELWs AND THEN MAKE COUNSELING SERVICES RELATE TO THOSE NEEDS.

"Go to work in the community talking with our schools' entry level workers and find out what their needs are. Then make some changes in the school."

"Interviews gave me an 'in' to several resource areas quite important to my new position and I will attempt to tap into these many times."

"Take field trips within the neighborhood and explore all opportunities of work there."

"Counselors need to get out of the office more and actually see what is happening in the community."

"Get more information of local surroundings."

"I hope to use the implications of the workshop as a source in developing my position as a counselor. Needs such as relevant material in school, vocational training vs. job situation, student perceptions of the counselor as a person and as a functioning unit will or should determine my role in the educational program.

4.5 PLAN TO CHANGE MY IMAGE; TO MAKE PERSONAL CONTACTS; AND TO GIVE ATTENTION TO OTHER SCHOOL POPULATIONS.

"I need to cause the provision of more information re: jobs and job employability skills for the vocationally bound."

"Spend more time with the 'non-college-bound.'"

"Spend more time working with the entry-level worker."

"Change my image from a college counselor to a person interested in both equally. This will be done by me through personal contact. Intend to destroy past image."

"My personal plans involve a greater awareness of this group of students in terms of their needs and a more accepting attitude toward their plans."

4.6 COUNSELORS CAN USE THEIR KNOWLEDGE AND SKILLS WITH OTHER INFLUENTIAL GROUPS.

"Provide some in-service-training for teachers who become aware of the occupational information needs."

"Try to establish closer relationship with high school counselors concerning function of AVTS schools and the necessity or purpose of early preparation in school for the vocationally-oriented students."

"Perhaps informal occupational workshops could be established in local school systems involving Counselors and Employers."

"We have a vocations course at freshman and sophomore level, and I can see much of the material being utilized with this specific group."

"Use pre-school inservice to go out and interview kids about jobs (hopefully)."

"Become more aware of occupation programs that are in operation around the state; example: Exemplary Program."

5. *Participants identified tasks for counselors.*

5.1 PARTICIPANTS PLAN TO SHARE LEARNING FROM THE WORKSHOP WITH OTHER MEMBERS OF THE SCHOOL STAFF. THEY WOULD LIKE TO DEVELOP COURSE CREDIT FOR STUDENTS WHO WORK IN THE COMMUNITY.

"Write a resume of the workshop for my fellow counselors and for the administration."

"Communicate with my administrator, other guidance personnel, and faculty co-workers to share with them the experiences of this workshop."

"I'll visit with the director of our Co-op Program (students who work half days in the community and who receive class credit or course credit for the work) about working more closely with him."

5.2 PLAN TO WORK WITH SCHOOL STAFF AND HELP THEM EXPAND THEIR AWARENESS OF THE WORK WORLD. TEACHERS NEED TO ORIENT ON THEIR STUDENT POPULATION.

"Help occupations-bound students."

"Work more with teachers to develop more comprehensive plan on providing information and awareness of the world of work."

"Encourage teachers to expand their awareness of the work world and pass this information on to the students. (Get out of the office and the classroom.)"

"Bring about a better awareness of the relation of classroom work to occupations students are going into."

"I would try to get administrators and teachers involved in the problem."

5.3 RECOGNIZE THINGS WHICH CAN BE DONE IN THE SCHOOL SETTING (TEACHING UNITS OR WORKSHOPS FOR TEACHERS).

"I teach government to Seniors. I am going to work out a unit on occupations. I see this as a place where I can capitalize."

"At the elementary level I hope to make material available to teachers for introducing different occupations in their classes."

"I hope to enlist the cooperation of fellow teachers (particularly in English) to be occupation-conscious in their teaching."

"I would like to propose a workshop or some type of inservice for high school teachers to bring about awareness of how occupations can be incorporated within the regular classroom."

"Work to expand our health occupations course."

"Make teachers aware of the need for occupational information to be included in their areas."

"Try to get the two high school counselors to sit down and listen to my experiences."

"Get comprehensive vocational programs started in the elementary schools."

"In the large high school it will be necessary for me to work through Department Coordinators, to enlist the aid of teachers in providing some kind of program that will provide reasonable assistance to entry level workers."

5.4 THE WORKSHOP TECHNIQUES AND THE USE OF TAPES INDICATE A MODEL WHICH WOULD PROVE USEFUL IN SCHOOLS.

"Many groups could use the information we have collected this week: principals in a workshop, Employment Service, State Department of Education (Guidance Department), welfare agencies, manpower agencies."

"Purchase of audio-video materials will provide the opportunity to interview workers in our community. We hope these tapes will be shared with the other two centers so that students in all three areas can see opportunities inside and outside the community."

"Make some tapes of local people who are looking for jobs and/or who are working in entry jobs. Also taped interviews with employers as to what they look for in employees and how they judge applicants."

"Set up a tape library of jobs available in our community--surrounding community (set up similar to orientation workshop plan)."

"Use the school newspaper to interview and report on kids that are out on the job."

5.5 THERE WAS RECOGNITION OF THE NEED FOR IN-SERVICE EXPERIENCE ORIENTED TOWARD THE "WORLD OF WORK" FOR SCHOOL STAFF.

"Talk to administrator about possibilities for in-service workshop in this area for teachers."

"Set up a family-work orientation study. Target: 30 families--Team of 5 counselors--5 industry and 5 teachers--Do a work study."

"Teachers must be informed of entry level workers needs motivated to develop through their classes, a program designed to resolve these needs."

"Cooperation and coordination of services the students are limited by time and energy. Agency to do this--Fronblen Co. Development Committee sub committee on education."

6. Participants planned ways of providing relevant information to interest groups.

6.1 FOLLOW-UP CAN BE A VALUABLE DATA SOURCE FOR STUDENTS, FOR COUNSELORS, AND FOR USE BY COMMUNITY RESOURCE PEOPLE.

"Take last year's and this year's graduates and interview them to find out what they are feeling and doing."

"Make a follow-up on attitudes toward work of the current seniors and their employment next year."

"I also am going to search my area for former students and continue taping their experiences and suggestions."

"Read, interview, study, and investigate the graduates from my school: that will be one of my first avenues."

"I plan to continue the interviewing process with a similar target group in Meade County."

"Provide a panel of ELWs to come to the school and talk to seniors as well as students who are in college."

"A bank of tapes of local employers and workers is a beautiful source that has been untapped in my community."

"My plans will depend on the time I have to get out and work and see what jobs there are and help my students get them."

6.2 COUNSELOR EDUCATORS NEED AN AWARENESS OF THE WORKSHOP EXPERIENCE AND ITS IMPACT.

"Counselor educators need to consider offering more vocational courses to all counselor trainees."

6.3 PLANS WERE MADE TO USE VARIOUS MEDIA TO CREATE INTEREST IN CAREERS AND WORK.

"Use the news media to inform parents and try to inform them about jobs."

"Talk to the Paper Sponsor and see if she would institute a program whereby her students interview graduates in jobs for a section in the paper."

"I will first write up a report for the administration while it is fresh on my mind. The teachers will all receive copies of this next fall."

"To write an article for the newspaper about my experiences here."

"My plans are to organize the information I have obtained and submit to our guidance director with the recommendation that maybe we should tap some of these resources in Kansas City and find out how our schools are meeting the needs of the kids in this area."

"Get the school newspaper involved in publicizing the activities and accomplishments of young area workers."

"Find way to inform parents (More P.R., paper, radio)."

"Communicate through the media."

"Ask each parent for each senior to come in the fall with their kid to talk about future plans."

7. *Specific strategies in acquiring information were discussed by participants.*

7.1 THERE IS A NEED FOR DATA BY STUDENTS: A COURSE IN THE CURRICULUM, USEFUL COMMUNITY RESOURCES, AND SOURCES OF PERSONAL ASSISTANCE.

"Try to have a specific course in the curriculum concerning occupations and the many aspects connected with them."

"Hopefuly I can fill the library with tapes that other people can use."

"I plan to borrow KU tapes on occupations."

"Have a library with all current literature available about as many occupations as possible."

"Spend more time becoming acquainted with community agencies (function and personnel) with purpose of enlisting their aid in helping individual students whom I might refer."

"Students had little or no awareness of agencies available to aid in career guidance."

7.2 MAKE PLANS TO INFLUENCE OTHERS, ENLIST OTHERS, AND TO PROVIDE OTHER SERVICES, SUCH AS GROUP COUNSELING.

"I feel that I will take the knowledge I have received to my administrators and hopefully they will allow me to insert this knowledge to my fellow teachers at our (institute in service) this fall."

"Form a student guidance committee to identify needed stress areas and to give suggested directions in meeting those needs. Committee members should be a representative body--not just the verbal honor students."

"Enlist the help of teachers, local employers, employment agency--develop a team approach to career guidance on a local level."

"Plan to propose a program to the administration for a continuous program of working with new teachers throughout the system."

"Somehow work with the grade school principals, teachers, and most importantly the students. Visit them, visit classes, talk to kids."

"Ask for released time from administrator to go out and make contact with employers."

"Get administrators and teachers involved in this type of activities for enlightenment."

"Try to get teachers interested in providing occupational information relevant to their areas."

"Attempt to set up a program involving faculty and administrator in 'Occupational information' workshops.

"I hope to incorporate some of my new ideas into my teaching and counseling."

"Make plans to visit classes and hold group counseling."

"Get occupational information to more students through class orientation."

7.3 COMMUNITY RESOUFCES CAN BE BROUGHT INTO THE CLASSROOM.

"Bring in some employers and let them give information of things they expect of employees."

"Students that I interviewed did not make much use of the services of USES, counselors, and the occupational information available in guidance offices. Therefore, it seems to me that we need to revise our approach to dispensing occupational information."

"Get the community resources involved and interested in organizing some sample work experiences."

"Invite the KSES and offer to help them to broaden vocational information."

"Send some of the students to visit firms in Coffeyville especially in the area in which they are training."

"Bring resource people into the classroom to explain some of the advantages and disadvantages of the occupations, the preparations and planning involved etc."

"Expand the slide-on-sound vocational materials and have it started within the community."

"Bring about a better knowledge of what the occupation will provide in the future."

"To continue as I did last year with occupational films during our flex times, but to update them and bring in people in the work fields."

"Have an interest center set up within the classroom--slanted toward occupational interests."

"Initiate into our CARE groups an exploration of career development."

"The workshop seems to point to the need for more effort, on the part of guidance departments, to examine and provide new and better ways for teachers and other staff to provide information of value for entry level workers."

7.4 PLAN MORE ACTIVE INVOLVEMENT IN ASSISTING STUDENTS THROUGH PERSONAL CONTACTS IN THE COMMUNITY; GET MORE COMMUNITY PEOPLE INVOLVED IN THE NEEDS OF THE SCHOOLS AND STUDENTS.

"I will increase my efforts in registering students for employment--with me and with KSES."

"Personal contact with personnel directors and agencies."

"I hope to get administrative approval and encouragement for visiting with employers in their places of business."

"Identify community people who can influence change. These will be people who are concerned with young workers and can help influence change from outside the school structure."

"Get the community 'employers' more involved with school."

"Try to establish a phone-type relationship with employers in terms of being able to have employers call me if they have job openings or to create a situation in which I may call them periodically."

7.5 THERE IS A COUNSELOR "NEED TO KNOW": WHAT PEOPLE; WHAT INFORMATION ABOUT CAREERS EXISTS IN COMMUNITY AND SCHOOL?

"Find out what our elementary teachers are doing."

"Keep in close contact with the world of work."

"School counselors ought to visit social service agencies such as Kansas Special Education Service and social welfare."

"I would like to know if students from small communities who are going into entry jobs are like those from the Wichita area."

"Explore all our reading books for occupational materials."

8. *Participants examined their own beliefs and behaviors.*

8.1 THERE IS AN AWARENESS THAT PREVIOUS PHILOSOPHIES WHICH SPECIFIED THE "BETTER WAY" NEED TO BE MODIFIED.

"I do not think I will feel a need to manipulate them (students) into fitting into a pattern that I have felt was the acceptable one for them (higher education)."

"We should merit their needs better by finding out what they are: getting into contact (closer) with them and listening."

"I came into the Workshop with the Basic Philosophy that it is desirable for all students to receive some type of post-high school training or education. I have not completely rejected that philosophy, but it is very apparent that an individual can be happy and successful in an entry level job without the benefit of additional formal education."

"Allow the attitudes of other significant people to change."

8.2 AN AWARENESS DEVELOPED CONCERNING COUNSELOR BEHAVIOR WITH ELWs.

"Counselors have not really been helpful to most students of this type."

"I am more aware of relating to entry level students and people."

"I tend to stereotype students, especially with individuals such as those in our target group."

"I didn't know as much about entry level employees as I thought I did."

"My thinking was changed some in how little we are affecting the lives of students."

"I really had very little knowledge of entry level workers as a group."

"I can now be more accepting of students who plan to enter the world of work."

8.3 AN AWARENESS EMERGED OF PAST COUNSELOR-CENTERED BEHAVIOR: NON-LISTENING, INADEQUATE ASSUMPTIVE WORLD, INTERVIEW SKILLS LACKING, AND COUNSELOR NEEDS.

"I only know an inch in a 1,000 miles."

"I really had stopped listening to people."

"I am quick to make assumptions."

"I have learned that my interview techniques need some work."

"The school counselor dictates to the young people and fails to understand the problem."

"Counselors need to understand their role in response to the people they serve."

8.4 THERE ARE MANY ELWs NO ONE HEARS.

"More aware of crying needs people are talking about; they (ELWs) seem to be saying that no one has been listening to them."

"I have also seen that the self concept is central to a person's progress, but that he gets this concept from his past experiences, either negative or positive."

"I feel like this has been an eye-opening experience, but it is not enough for me."

"Practicum students listen to tapes, use tapes as an eye-opener for those in the field--tapes could be coordinated with puppets or something."

"The dissemination of occupational information is only one small part of the total task of providing services to students."

8.5 PERSONAL DATA BASE WAS ENLARGED DUE TO INTERVIEWS.

"I found myself quite uninformed concerning the target group which we have studied."

"Just as important to me has been my new awareness of how our non-academic people live, their values, interrelationships, etc. It has given me a new concept of the word sociology."

"To gather specific data, a more formalized questionnaire might be better. But to achieve the individual, personal growth this structure has worked quite well."

"I became aware of the target group as it relates to school, counselors, teachers and students."

8.6 "WAS REMINDED": OF NOT FULFILLING EARLIER AWARENESS OF OTHERS' NEEDS; OF THE NEED FOR OBJECTIVITY; OF PREVIOUS RESOLVE WHICH WAS PUSHED ASIDE."

"I feel like I need to discipline myself into doing more of the things I have known all along that I should be doing."

"Was reminded of the problems and frustrations youth often face in seeking jobs and choosing occupations."

"Was reminded that many youth lack knowledge that would be helpful in looking for work."

"Be as objective as possible in all situations with persons."

"Was reminded that many youth are not receiving the help they need. From school, home, or community."

"Career Development materials, K-6, seem more relevant now with emphases on self concept of students and teacher attitudes."

8.7 FOR SOME, THE WORKSHOP WAS THE FIRST CONTACT ACROSS ETHNIC LINES.

> "This was my first contact with Black students, and I feel that I did not relate to them as easily as I do the White student." Interviewing them was, however, easier than I had anticipated."
>
> "I don't feel particularly racially prejudiced, but I just don't feel comfortable with them."

9. *Interviewers examined their views of ELWs.*

9.1 ELWs RESPOND TO AND FULFILL BOTH THE SCHOOL AND THE COUNSELOR'S STEREOTYPE OR EXPECTANCY WITHIN THE SCHOOL SETTING.

"They (counselors) tend to feel entry level people have lesser aspirations (untrue).

"Elws pick up this attitude toward them and fulfill our low and sometimes negative expectancies."

9.2 GENERALIZATIONS AND STEREOTYPES WERE FOUND TO BE UNUSEFUL.

"I was really not aware of the lack in this area."

"The most important thing I learned was that they cannot be stereotyped as I had thought they could."

"I found that no generalizations can be made concerning this group in regard to economic background."

"The entry level worker does not follow any one pattern."

9.3 STEREOTYPES WERE UNFOUNDED AND TENDED TO BE NEGATIVE.

"My stereotypes of ELWs were unfounded."

"My stereotype of the ELW as being an individual with low motivation, ability, and aspirations was not entirely accurate."

"It seemed very significant that our expectations of the target group did not meet the standards we assumed or the categories we felt entry-level workers could be classified under."

"The target group is homogenous and is generally perceived as not being too important."

"I found that these individuals did not fit my pre-conceived idea of those going into entry level occupations."

"I didn't change my ideas about entry workers since in my background has already dealt with these people and problems."

10. ELWs shared their perception of agencies which influence.

10.1 EMPLOYMENT SERVICES ARE NOT GIVING NEEDED (PERSONAL) HELP. THERE IS A NEED FOR HONEST COMMUNICATION.

"I personally found that employment services (state and public) don't seem to be giving entry level people any real help."

"ELWs need personal contact with personnel people. An ideal would be free communications about openings and applicants."

10.2 SCHOOL LACKS MEANING FOR ELWs WITH REGARD TO WORK.

"The biggest impact has been an increased knowledge of how little the schools, teachers, and counselors mean to high school dropouts."

"The schools have not been meaningful to entry-level workers (as well as a lot of academically-oriented)."

"It has made me think more of the job at hand and as an individual, what I can do to bring more working knowledge to our school."

"I feel education has been stressed to the point that work has been belittled."

10.3 LACK OF RELEVANCE HAS BEEN A PROBLEM FACED BY MANY AGENCIES IN SOCIETY.

"Other work resource agencies have not done any better."

11. ELWs and their approach to careers became meaningful to participants.

11.1 ELWs ARE SEEKING AND MAKING SELECTIVE USE OF SIGNIFICANT PERSONS IN THEIR LIFE.

"Students are making selective use of significant persons in their environment."

"A single contact with a real and concerned other can prove invaluable to ELWs."

"Success is positively related to a strong self-concept."

"The socially immature person has a strong need to be with others."

"The family is an influential factor in the life of young people (both positive and negative influence)."

11.2 ELWs WERE DEVELOPING AND TRYING TO IMPLEMENT PERSONAL PLANS REGARDING ABILITY AND CHOICE; THEY HAVE CONFIDENCE IN SELF, SEEM MOBILE, ARE FAMILY ORIENTED, AND ARE NOT LAZY.

"Surprisingly, (to me) our target group did not prove to be directionless and lacking in aspirations. On the contrary, they had definite plans and, in many cases, were attempting to carry them through."

"Entry level workers show some very good thinking in terms of determination of their ability and future occupational choices."

"Have a lot of confidence in their ability to succeed."

"Much more mobile than I was aware, apparently searching for the place where they will fit. Family seemed to be the most influential group regarding the target groups present situation."

11.3 ELWs HAD HIGHER LEVELS CF ASPIRATION THAN EXPECTED. THEIR ASPIRATIONS WERE NOT UNREALISTIC DREAMS.

"Entry-level workers have more aspirations than expected."

"Satisfaction with jobs and their levels of aspiration were quite surprising to me."

"Entry-level workers do not have low levels of aspiration as expected."

"Aspirations of these people were generally not as low as I had expected nor were their goals unrealistic 'dreams'."

"ELWs are lazy? Wrong."

11.4 ELWs WERE FOUND TO BE VERBAL, COOPERATIVE (WANTED TO HELP), AND THEY CAN COMMUNICATE IDEAS AND PHILOSOPHIES.

"Many of these people were much more verbal than I expected."

"ELWs are nonverbal? Wrong."

"They are much more verbal than we expected and their goals are higher."

"Much more cooperative and verbal than I thought they might be. Really wanted to help."

"Target group is verbal and can communicate ideas and philosophies; they lack formalized training skills, and have low educational levels."

"Hey, they are people."

11.5 SPECIFIC WORK-RELATED JOB CHARACTERISTICS WERE IDENTIFIED BY ELWs: WORK EXPERIENCE, PARTTIME WORK, ON-THE-JOB TRAINING, AND KNOWLEDGE OF JOB OPPORTUNITIES WERE DISCUSSED.

"Entry-level workers are not adequately prepared to begin work."

"Kids say, 'They always want to know what work experience I have had'."

"Parttime work during high school seems to lead to employment after high school."

"On-the-job training is very important to entry-level workers--it is not utilized as extensively as it could be."

"On-the-job training is the most common form of training."

"Non-grads felt hampered by limited education as related to job opportunities."

"Identification of entry-level work bound students is important while in school."

11.6 ELWs FEAR THE JOP INTERVIEW; LACK SKILLS IN JOB SEEKING AND ADVANCEMENT; AND ARE PASSIVE--TEND TO WAIT FOR OPPORTUNITY, THEIR INFORMATION NEEDS MAY NOT BE RESTRICTED TO JOB-SPECIFIC FACTS.

"Knowledge of jobs seemed lacking."

"These people have no knowledge of technique as related to seeking employment."

"ELWs know how to improve their position? Wrong."

"ELWs don't have job advancement 'know-how'."

"They wait for opportunities instead of going outside their present work environment to find other opportunities."

"There was very little planfulness throughout their school experiences which helped in occupation selections. These young people were not aware of many or any opportunities and positions in the work world."

"Students of low self-concept use poor job hunting techniques. Significant numbers of workers had a history of job change."

"Many young people didn't seem to have the slightest idea about techniques to use in obtaining an occupation."

"Entry-level workers have received very little information concerning the mechanics of obtaining work."

"Target group knew little about occupations before entry."

"Job-specific information may not be as important to the entry-level worker as we have assumed."

"Many of these people have no idea of their future occupational goals."

"Quite passive about their own situation."

"These people have hardly any knowledge of the world of work yet they are presently actively a part of it or seeking to become involved."

12. *Interviews identified important sources of influence on ELWs.*

12.1 THE WORKSHOP EXPERIENCE INDICATED A NEED FOR INFORMATION ORIENTED TOWARD WORK AS PART OF CURRICULUM (K - 12).

"More information oriented toward the 'World of Work' (as to what jobs are available) should be a goal for the elementary school."

"There seems to be a need within the school for more occupational information made available to the students."

"Accurate and appropriate occupational information must be provided at all age levels--Kindergarten through the senior year in high school--if students are to be able to choose an occupation that is best suited for them."

"Guidance information from K-12 grades is needed."

"Vocational information for the elementary schools is needed."

"Vocational information should be included in the elementary school."

"Maybe some of this should be included in K-VIEW."

12.2 PARTICIPANTS BECAME AWARE OF THE NEED TO FIND ANOTHER BASE OF INFLUENCE.

"School had no more meaning and importance as far as influence."

"Family and school exerted more influence than any other source."

"Bring some of these kids back to talk to others about how he found a job."

12.3 THERE WAS A RECOGNITION THAT PRESENT ELWs REPRESENT AN IMPORTANT RESOURCE AND INFLUENCE BASE FOR POTENTIAL ELWs.

"Get entry level workers released time from school to investigate vocations in terms of people and their jobs."

"Coordinate a panel of entry-level workers and have students go into the community and interview employers who might have entry-level workers--from this group obtain our own graduates in these jobs come to high school and talk (reverse or add to the college panel technique)."

"We need opportunities for more part-time work experience for students."

"There needs to be more on-the-job training at the high school level as many entry-level workers do not know how to work."

"Have work-study programs."

"There needs to be a closer contact with USES to provide occupational information for counselors and students."

"K-VIEW should be looked at in light of Workshop findings."

12.4 WE NEED TO EMPHASIZE THAT WE CAN EFFECT OUR DESTINY.

"Emphasize the idea that we can control our destiny by our choices rather than permitting it to control us."

"Schools have not conveyed a feeling of responsibility to students for their own activities."

12.5 PEOPLE ARE IMPORTANT IN ELWs LIVES.

> "Entry level workers were more concerned with people than money and things. Seem to be more satisfied with work if they enjoy the people they work with rather than the specific job. Most entry-level workers rely more on family for job information than any other group. Most entry-level people are concerned about individual freedom."
>
> "Entry-level workers gave credit for help from individuals from schools but not the schools themselves. Entry-level workers want and need much information about getting jobs, job information, and many other aspects of the world of work."

Target group individuals who were experiencing success were found to have had some work experience while in high school; were more strongly influenced by family and relatives; and felt they were more concerned with 'people-orientation' jobs rather than data and things (whether or not they have adequate understanding of this concept was questioned); teachers had had both positive and negative influences on them (several were critical of 'teacher attitude')." Many were highly mobile horizontally in jobs, had higher ambitions toward upward movement in the career area than was anticipative."

CHAPTER VII

Conclusions and Recommendations

The WSU Occupations Workshop demonstrated several things which seem significant:

1. The Workshop participants--elementary and secondary school counselors, AVTS counselors, teachers, and employment service personnel--were able to come together in a task-oriented situation and pool their own resources to address specific aspects of that task. Through the vehicle of unstructured work groups ideas were shared, plans were developed, information was presented and analyzed, and the task was accomplished. It would seem that the six-day Workshop experience could serve as a model for additional kinds of in-service activity for similar groups or for in-service activity to be conducted by Workshop participants with groups within their own institutions.

2. The interview experience was found to be a different kind of activity for most Workshop participants, not because they had not interviewed persons in the past, but because the paramaters of the interview were altered significantly. Whereas counselors typically interview persons who come to them on the counselor's own ground, presenting themselves in a situation where expectancies are fairly well established, the Workshop interviews were on foreign ground, away from the counselor's office, in situations where previous experience was lacking and thus expectancies were possibly erroneous. The interview

experience was judged as a valuable aspect of the Workshop, enough so that several participants have since carried out similar activities in their own communities as a means of acquiring information about various target groups, not just ELWs.

3. Changes in counselor role and function were suggested by the data collected through the interview experience. Among the frequent comments heard by participants in interviews were the statements that schools were not as relevant as they might have been, that counselors in general seem more concerned with academic orientation and college-bound students and that it is infrequent for a student (ELW) to identify with the school or to find someone "who cares." Responding to this information, participants frequently resolved to "get out of the office," to "start caring about all students," to "spend as much time with ELWs as I do with college-bound students." It would seem that either by design or by default that counseling programs have become a part of the problems described by ELWs and that counselor role and function must be altered somehow to respond to those needs. If this means that alternative programs must be found, then perhaps the Workshop model of discussion-interview synthesis could be beneficial in helping to identify and implement some of those alternative plans.

4. Interviews revealed that few ELWs had adequate information about careers. Of an even more immediate concern, many ELWs lacked good information about job-seeking skills. Some

persons interviewed had received occupational information while in school, but few persons valued the information. It would seem that alternative systems of providing occupational information must be developed. However they are developed, one major source of information must not be forgotten, minimized, or overlooked--the ELW himself. It may well be that persons in school now can secure some of their own best information through interview schemes such as the one used in the WSU Occupations Workshop. The information is now being transmitted partially and informally, perhaps counselors could marshal student resources and collect and disseminate the information accurately and systematically.

Table 1

Classification of Entry-level Interviewees
by Employment Status, High School Graduation, Race, and Sex

Job Status	Race / Sex	Educational Status: Graduates M	F	T	Non Graduates M	F	T	Total M	F	T
Employed	White	37	63	100	17	9	26	54	72	126
	Other	8	11	19	11	9	20	19	20	39
Not Employed	White	9	11	20	15	6	21	24	17	41
	Other	6	5	11	25	3	28	31	8	39
Total	White	46	74	120	32	15	47	78	89	167
	Other	14	16	30	36	12	48	50	28	78
	TOTAL	60	90	150	68	27	95	128	117	245

Table 2

List of Entry-level Interviews by Tape Number

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics Sex	Education	Race
1	MM	Sales Clerk	F	NG	W
R1	DB	Sales Clerk	M	G	W
R2	DB	Sales Clerk	M	G	W
R3	DB	Youth Counselor	M	NG	O
3	DM	Switchboard & General Office 235.862	F	G?	W
R4	DB	Youth Counselor	M	NG	O
4	DM	Bookkeeper	F	G	W
5	JH	210.388 Unemployed	M	G	W
R5	DB	Unemployed	M	G	W
R6	DB	Unemployed	F	NG	W
R7-A	CS	Grill Helper	M	G	W
R7-B	CS	Assistant Manager	M	NG	W
7	FS	Cafeteria Floor Girl	F	G	W
R8-A	CS	Automotive Glass Installer	M	G	W
R8-B	CS	Dormitory Desk Clerk	F	G	W
R8-C	CS	Unemployed	M	NG	W
8	FS	Clerk-Typist (G-4)	F	G	W
R9	RE	Youth Counselor	M	NG	O
9	BH	Printing Room Worker	M	NG	O
R10	RE	Unemployed	F	G	O
10	BH	NYC Printer Assistant	M	NG	O
R11	RE	Municipal Truck Driver	M	G	O
11	DS	Medical Record Keeper	F	G	W

Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics Sex	Education	Race
11	DS	Wesley Med. Center Medical Records Keeper	F	G	O
R 12	RE	Sales Clerk	F	G	W
R 13	RE	Unemployed	F	NG	W
13	MF	Unemployed	M	G	W
15	JH	Unemployed	M	G	O
15	JH	Unemployed	M	NG	W
15	AN	Aircraft Assembly Worker	M	NG	W
16	JH	Unemployed	F	G	O
R16	AN	Unemployed	F	G	W
R17	AN	Hospital Security Guard	F	G	W
17	EG	Unemployed	F	G	O
18	EG	Unemployed	M	G	W
18	AN	Hospital Health Care Insurance Worker	F	G	W
R19	RF	Florist	F	G	W
19	LS	Unemployed	F	NG	W
20	LS	Unemployed	M	G	O
R20	RF	Assistant Manager in 5 & 10	M	G	W
R21	RF	Service Station Attendant	M	NG	O
22	BH	Radio Station Secretary	F	G	O
R22	RF	Go-gö Dancer	F	NG	W
R23	RF	Unemployed	M	G	O

Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics Sex	Education	Race
R 24	RF	Unemployed	M	G	W
R 25	JH	Lumber Yard Salesman	M	G	W
25	MM	Clerk-typist	F	G	O
R 26	JH	Go-go Dancer	F	G	W
26	MM	Sales Clerk	F	G	O
27	FS	Transcription Secretary	F	G	O
R27	JH	Bridal Shop Salesgirl	F	G	O
R28(last 100 ft.)	JH	Car Shag Boy	M	G	O
29	JB	Outreach Worker	M	GED	O
R29	JH	Auto-electrician	M	G	W
30	JB	Unemployed	F	NG	O
R30-A	RS	Cafeteria Counter Girl	F	G	W
R30-B	RS	Pet Shop Salesgirl	F	G	W
R30-C	RS	Unemployed	M	NG	W
R30-D	RS	Clerk-typist	M	G	W
R 31	RS	Clerk-typist	F	G	W
31 DNR	DS	Unemployed	M	NG	W
32 DNR	DS	Hospital Linen Orderly	M	G	O
R 32	RS	Secretary	F	G	W
33	VW	Management Trainee	M	G	W
R 33	GM	Clerk-typist	F	G	W
R 34	GM	Custodian	M	G	W

Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics Sex	Education	Race
34	VW	Library Assistant	M	G	W
R 35	GM	Unemployed	M	G	W
35	FG	Grocery Stockman	M	NG	O
R 36	GM	Butcher--meat cutter	M	G	W
36	FG	Housekeeper (Maid)	F	NG	W
R 37	GM	Unemployed	M	G	O
37	DA	Farm Laborer	M	G	W
38	DA	Secretary-File Clerk	F	G	W
R 38	GM	Hostess-waitress	F	G	W
39	MM	Saleslady (Bridal Shop)	F	G	W
R 39-A	RL	Service Station Attendant	M	NG	W
R 39-B	RL	Service Station Attendant	M	G	W
R 39-C	RL	Unemployed	F	G	W
40	MM	Clerk-typist	F	G	W
R 40-A	RL	Unemployed	F	G	W
R 40-B	RL	Mexican Jumping Bean Packer	F	G	W
R 41	RL	Grocery Stockman	M	G	O
41	LS	Hotelroom Service Operator	M	G	W
42	LS	Unemployed	M	NG	W
43	JH	Employment Office Worker Coordinator	F	NG	O
43	JH	Employment Office Coordinator	F	NG	O
45	DA	Cashier (Variety Store)	M	G	W
46	DA	Box Boy (Grocery)	M	NG	W

Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics Sex	Education	Race
R46	VK	Maid	F	NG	N
R47	VK	Unemployed	F	G	O
47	FG	Clerk-stenographer	F	G	O
48	FG	Clerk-typist	F	G	W
R48	VK	Unemployed	F	G	W
49	VW	Auto Service Mechanical Unit Repairman	M	G	W
R49	VK	Sales Clerk	F	G	W
R50	VK	Custodian	M	G	W
50	VW	Clerk-typist	F	G	W
51	EG	Unemployed	M	NG	W
52	EG	Unemployed	M	G	W
R52	RW	Municipal Material Barn Worker	M	G	W
R53	RW	YWCA Volunteer	F	NG	W
54	DS	Hospital Pharmaceutical Clerk	F	G	O
R54	RW	Municipal Material Barn Worker (Truck Driver)	M	G	W
55	JL	Secretary	F	NG	O
R55	RW	Unemployed	M	NG	O
56	JL	Secretary	F	NG	W
R56	RW	Custodian	M	NG	O

Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics Sex	Education	Race
57	H	Barber	M	G	W
R 57	RW	Community Action Worker	M	NG	O
58	H	Secretary	F	G	W
59	DS	Hospital Escort	F	G	W
61	DM	Clerk (Insurance)	F	G	W
61	DM	Unemployed	M	NG	W
62	DM	Mailroom Clerk 230.878	M	G	W
63	RH	Unemployed	F	G	W
65	MB	Receptionist (Shoe repair)	F	NG	W
66	MB	Sales (Clothing)	F	G	W
67	MH	Unemployed	M	NG	O
68 -A	MH	Grocery Store Manager	M	G	W
68 -B	MH	Manager	F	Ged.	W
68 -C	MH	Hospital Store Room Worker	M	G	W
69	DA	Welder	M	G	W
70	DA	Lumberyard Worker	M	G	W
71	DM	D.P. In-put Analyst	F	G	W
72	DM	Keypunch Operator	F	G	W
73	JL	Unemployed	F	G	W
74	JL	Unemployed	F	NG	W
75	VW	Unemployed	M	NG	W
76	VW	Unemployed	M	Ged.	W

Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics		
			Sex	Education	Race
77	FG	Hospital Dispatcher	F	NG	W
80	FG	Sales Clerk	F	G	W
83	EG	Unemployed	M	NG	W
84	EG	Unemployed	F	G	W
85	EG	Unemployed	M	G	W
86	EG	Unemployed	M	NG	W
87	DS	Clerk (X-ray)	F	G	W
88	DS	Laundry Room Sorter	M	NG	W
89	DA	Library Clerk	F	Ged	W
91	VW	Sales (Auto Parts)	M	G	W
92	VW	Appliances Dept. Manager	M	G	W
93	DS	Parking Attendant	M	NG	W
94	DS	Hospital Orderly	M	G	W
95	VW	Unemployed	F	NG	W
97	VW	Mobile Home Assembly Worker (Ceiling)	M	G	W
98	VW	Unemployed	M	NG	W
99	DK	Dry Cleaners Station Manager	F	G	W
100	DK	NYC Worker?	F	NG	W
101-DNR	MS	Unemployed	M	NG	O
101	MS	Typist	M	NG	O
103 104A	MS	Pillow Making Assembly	M	NG	W
104B	MS	Kitchen Helper (Cafeteria)	M	NG	W

Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics		
			Sex	Education	Race
104 C	MS	Clerk	F	NG	W
105	NL	Janitor	F	NG	O
106	NL	Dietary Kitchen Worker	F	G	W
109	VK	Employment Counselor	F	G	O
115	MB	Waitress	F	G	W
117	DS	Printer	M	G	W
121	DN	Garage Maintenance Worker	M	NG	W
122	DN	Typist	F	NG	O
125	BH	Air Force Medic	F	G	W
126	BH	Secretary	F	NG	O
128	JB	Unemployed	F	G	W
130	JB	Unemployed	F	G	W
135	FS	Secretary (Engineering Chief)	F	G	W
136	FS	Clothing Room--Valuables Custodian	F	G	W
141	CM	Unemployed	F	NG	O
142	CM	Hospital Messenger	F	G?	W
143	RW	Secretary (Flower shop)	F	G	W
145	CM	Outreach Worker (Community Center)	F	NG	O
146	CM	Switchboard Operator in Department Store	F	G	W
148	JB	Waitress	F	G	W
149	MS	Model Cities Health Worker	M	NG	O

Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics		
			Sex	Education	Race
150	MS	Housing Maintenance Man	M	NG	W
155	JH	Unemployed	M	NG	W
157	JH	Unemployed	F	G	W
144	RW	Clerk	G	G	W
151	RH	Policeman (Officer)	M	G	W
152	RH	Policeman (Officer)	M	G	W
156	JH	Bakery Helper	M	G	W
158	JH	Unemployed	F	NG	W
159	CM	Apprentice Barber	M	G	O
160	CM	Nurse's Aide	F	G	W
161	MB	Bakery Sales	F	NG	W
162	MB	Hat-Wig Sales	F	G	W
163	DN	Pool Room Attendant	M	G	W
164	DN	Auto Mechanic	M	NG	W
165	PK	Asst. Mgr. T. V. Station	F	G	W
166	PK	Unemployed	M	NG	W
167	LS	Unemployed	F	G	O
171	DN	Auto Mechanic	M	NG	W
172	DN	Unemployed	M	NG	W
173	PK	Unemployed	F	NG	O
174	PK	Unemployed	M	Ged.	W
175	DS	Motel Maid	F	G	W
176	DS	Hospital Laundry Loader	F	G	O
177	LS	Unemployed	M	NG	O

Table 2 (continued)

Tape Number	Interviewer Initials	Occupation	Interviewee Characteristics Sex	Education	Race
178	LS	Maintenance of Public Bld.	M	NG	O
179	MM	Hospital Clerk (Purchasing)	F	G	W
180	MM	Unemployed	F	G	W
181	JL	Unemployed	M	NG	W
182	JL	Unemployed	M	NG	O
183	H	Beauty Operator?	F	G	W
184	H	Secretary?	F	G	W
185	DS	Nurse's Aide	F	Ged.	W
187-B	DS	Hospital Billing Clerk	M	G	W
187-A	DS	Pharmacy Store Clerk	M	G	W
189	RW	Custodian	M	NG	W
190	RW	Flower Peddler	F	G	W
191	RW	Material & Store Clerk	M	G	W
192	RW	Key Punch Operator	F	G	W
193	NL	Delicatessan Worker	F	G	W
194	NL	Waitress	F	G	W
195	NL	Nurse's Aide	F	G	W
196	NL	Inhalation Therapist	F	G	W
197-198	JH	Assembly Line Inspector	M	NG	W
201	DS	Unemployed	M	G	O
202	DS	Auto Body Repairman	M	NG	W
205	JH	Psychiatric Nurse	F	G	O
206	JH	Para-professional Counselor	F	G	W
207	JH	Unemployed	M	NG	W

Table 2 (continued)

No Number-No Tape	Interviewer Initials	Occupation	Interviewee Characteristics		
			Sex	Education	Race
A	FS	Unemployed	M	NG	W
B	BH	Health Dept. Receptionist	F	NG	O
C	RE	Unemployed	M	NG	W
D	MM	Lumber Co. Poster	F	G	W
E	AN	Shoe Repairman	M	NG	W
F	AN	Dept. Store Clerk	F	G	W
G	AN	Landscape Laborer (Nursery)	M	Ged.	O
H	?	City Barn Mechanic	M	G	O

APPENDIX A

Tape No. _____ Interviewer _____

DOT_____

SIC_____

Employment status: _____

Race _____ Sex _____

Educational status _____

- -

Subjective evaluation (overall) of the interview:

Best illustration of (give tape indicator numbers):

Most profitable listening audience:

86

Work History (abstract):

Present Situation (distill):

Influences:

Preparation:

Self (judgments with justification):

Other (i.e. interview surroundings, special details, your conclusions about the person, etc.):

APPENDIX B

Tape No. _____

DOT _____

SIC_____

C O N S E N T

I hereby consent that the magnetic recording of _____ made on _____ in which I participated, shall be and remain the property of the Wichita State University, Wichita, Kansas. I do further consent that Wichita State University and its duly authorized agents may use said recording for educational or research purposes and may duplicate and distribute or sell said recording to such other persons as reasonably appear to request the use of said recording for educational or research purposes.

Signed _____

By _____
(Parent or Guardian)

Date _____

Tape No. _____

DOT _____

SIC _____ _____
Interviewer

APPENDIX C

WORKSHOP PARTICIPANTS

Name	Job Title	School/Address/Phone
Darlene R. Anderson	School Nurse	Wichita High School West 820 S. Osage Wichita, KS 67213 316 267-8361
David Barbosa	Coord. of Human Relations	Wichita Public Schools 428 S. Broadway Wichita, KS 67202 316 268-7221
Mike Biberstein	Counselor	Newton Senior HS 130 W. Broadway Newton, KS 67114 316 283-1880
Joyce R. Bryson	Elementary Counselor	Kansas City Kansas Public Schools 6th & Minnesota Kansas City, KS 66102 913 621-3073
Robert Engle	Counselor	Leavenworth HS 10th & Halderman Leavenworth, KS 66048 913 682-8653
Raymond Fox	Counselor	Medicine Lodge HS P.O. Drawer "D" Medicine Lodge, KS 67104 316 886-5667
Eddie Gerlach	Counselor	Buhler HS 611 N. Main Buhler, KS 67522 316 543-2255
Fran Graham	Counselor	Area Vocational Tech. S. 2220 N. 59th St. Kansas City, KS 66104 913 334-1000
Mildred Haney	Counselor	KSES 402 E. Second St. Wichita, KS 67202 316 265-1261

John D. Harshbarger	Vocation Instructor	Wamego HS Wamego, KS 66547 913 456-9380
Barbara Hartman	Counselor-Secondary	Clay Center Community HS Clay Center, KS 67432 913 632-2131
Ray Heatherly	Counselor	Andale HS Box 28 Andale, KS 67011 316 415-2165
Jim Heinrich	Grad. Asst.	Corbin Education Cnt. Wichita State Univ. Wichita, KS 67208 316 685-9161 Ext. 441 Sta. 67
J. Lester Hooper	Director of Exemplary Programs	McKinley Jr. HS Clay Center, KS 67432 913 632-3232
Donna Kater	Elementary Counselor	USD #475 Box 370 Junction City, KS 66441 913 238-6184
Vera Kinch	Counselor	Nickerson HS Nickerson, KS 67561 316 422-3226
Ross Lamp	Counselor/ Teacher	Metropolitan School 751 George Washington Blvd. Wichita, KS 67211 316 263-3782
Norm Leiker	Counselor	Coffeyville AVTS Coffeyville, KS 67337 (Try) 316 251-5351
James F. Lewis	Counselor	Meade High School 407 School Addition Meade, KS 67864 316 873-2981
Dorotha Majors	Counselor	Girard HS, USD #248 401-415 N. Summit Girard, KS 66743 316 724-4326

Mary Meyer	Counselor/ Teacher	Garden Plain HS Renwick District #267 Garden Plain, KS 67050 316 535-2272
Gerald Morrison	Counselor/ Counselor- Coordinator	Wichita HS South 701 W. Thirty-Third St. S. Wichita, KS 67217 316 522-2233
Christine Minnick	Consultant, Title I Language Bom- bardment Prog.	Riverview & Morse School Baltimore & Miami Kansas City, KS 66105 913 321-1534
Andrew Nelson	Counselor	Tonganoxie HS Tonganoxie, KS 66086 913 815-2654
Richard Nelson	Program Specialist	State Dept. of Educ. 120 East 10th Topeka, KS 66612 913 296-3951
Milton Senti	Counselor/ Teacher	Pratt HS 401 S. Hamilton Pratt, KS 67214 316 672-6416
Dale Shipps	Counselor	Southwest KS AVTS P. O. Box 1324 Dodge City, KS 67801 316 227-8932
Ruby Smalley	Counselor	ESEA Title I Enterprise School & Kellog School Wichita, KS 67211 316 263-0597
Dale Smeltzer	Counselor	Halstead HS Halstead, KS 67056 316 835-2682
Dolores Stecher	Counselor	Wellsville Senior HS Wellsville, KS 66092 913 883-6655

Florence Stephens	Guidance Dir. & Counselor	District #470 & Senior H. 215 South Second Arkansas City, KS 67005 316 442-4270
Larry Stillwell	Counselor	Lincoln HS 4th & College Lincoln, KS 67455 913 524-4193
Richard W. Warren	Counselor	Leavenworth Public S. 10th Ave. & Halderman Leavenworth, KS 66048 913 682-8653
Clyde Swender	Counselor	Unif. Dist. #346 Blue Mound, KS 66010 913 756-2245
Verner Williams	Counselor	Garden City Senior H. Garden City, KS 67846 316 276-3207
Victor Wilmoth	Counselor	Wichita High School West 820 S. Osage Wichita, KS 67213 316 267-8361
Richard V. Wooton	Counselor	Moundridge HS Box 610 Moundridge, KS 67107 316 345-6326

APPENDIX D

WORKSHOP CONSULTANTS

Dr. Brooke Collison
Assistant Professor
Student Personnel and Guidance
Wichita State University
Wichita, Kansas

Dr. Glen R. Dey
Professor
Student Personnel and Guidance
Wichita State University
Wichita, Kansas

Dr. Norman Gysbers
Associate Professor of Education
University of Missouri Columbia
Columbia, Missouri

Dr. Richard Rundquist
Professor of Education and Director
Counselor Education Program
University of Kansas
Lawrence, Kansas

Dr. Forrest E. Tate
Associate Professor of Education and Director
Student Counseling Center
Indiana State University
Terre Haute, Indiana

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